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ABSTRACT

To measure urban-rural differences in types of career counseling received by students and perceptions held by students regarding career planning activities, research was conducted to extend the 1975 study by Noeth, Roth, and Prediger, which used the same career questions and resulting data, but did not include the urban-rural comparison. The investigation focused specifically on career planning activities, reactions to career planning services offered, and the extent of certainty in career plans of a nationally representative group of nearly 9300 11th graders enrolled in 200 urban, town, or rural high schools in 1973. Tabular analyses of 54 indicators measuring various components of career counseling indicated that 11th graders wanted more career planning aid and that most students perceived counselors as being available and providing some help. Urban-rural differences found were in amount of help desired, reactions to help provided, race, sex, and involvement in career planning activities. Slight difference, however, was found in the types of career planning activities undertaken. The general findings led to the conclusion that the rural schools met the perceived career counseling needs of their students as well or better than urban schools, but that more research was needed on effectiveness and content of rural career counseling. (AN)

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Career Education in Rural Schools:
Urban-Rural Differences in Career Planning Activities and Opportunities*

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ABSTRACT

This study describes and compares the career planning activities and the career counseling received by rural and urban youth. A nationally representative sample of approximately 9300 11th grade students who were enrolled in 200 high schools in 1973 is used to examine urban-rural differences in career planning and counseling. Fifty-four indicators of career planning activities, career planning apprehension, and reactions to career planning activities are examined in tabular analyses for youth living in big cities, in counties on the fringe of big cities, in towns, and in rural areas.

The major finding is that rural youth do feel they receive as much or more career counseling help and are somewhat more involved in career planning activities than are youth from larger communities.

CAREER EDUCATION IN RURAL SCHOOLS:

URBAN-RURAL DIFFERENCES IN CAREER PLANNING ACTIVITIES AND OPPORTUNITIES

Over the years researchers and policy analysts have investigated and commented on the extensive rural depopulation in America. Some of the suggested causes of this depopulation include the restricted occupational and educational opportunities facing rural youth. Given the restricted budgets and limited personnel available in many rural schools, it would appear that rural youth might be seriously disadvantaged in receiving help planning for jobs and education outside their community (Fratoe, 1978). Conversely, arguments have been made suggesting that small rural schools are better able to individually help their students and are often more flexible in their response to a young person (see Sher, 1977; Peshkin, 1978).

Extending this latter argument to career education and career planning, one might conclude that rural schools provide personal attention to students' career planning activities thereby compensating for limited personnel and facilities. Larger urban and city schools cannot provide individual attention due to their large enrollment, but generally are assumed to have the facilities and personnel for career counseling programs. While there is some evidence suggesting that rural students have a restricted knowledge of the world of work (Rich, 1979), career aspirations that are inconsistent with job markets (Ross, 1978), and less upward mobility in urban job environments (see Blau and Duncan, 1967), we do not have an adequate understanding of the career planning activities and involvement of rural students. Using national data, Noeth, Roth and Prediger (1975) focus on the career development status and needs of

American youth. They find that 1) most high school 11th graders want help with career planning, 2) more girls than boys want help, 3) most juniors feel they can see a counselor when they want, and 4) over half the 11th graders felt they got little or no help with career planning from school counselors. While Noeth, et al., did examine sex-differences in responses, their analyses did not include rural-urban comparisons.

If personal attention in rural schools compensates for the career guidance resources found in larger school districts, we would expect rural students to report no differently than their urban counterparts. If, however, counseling needs are not being met in rural schools, we would expect fewer school-related career planning activities to be used, less perceived satisfaction in access to career counseling, and greater expressed need for help in career planning by rural students than urban students.

In summary, the purpose of this paper is to extend the analyses of Noeth, et al., (1975) by summarizing urban-rural differences in the types of career counseling students receive, and in the perception students have regarding their career planning activities.

Data and Variables

In the spring of 1973, a nationally representative, multi-stage probability sample of schools was selected for participation in a study of the career development of American youth. Two hundred schools were included in the study that involved responses from approximately 32,000 male and female 8th, 9th, and 11th grade students. This analysis is conducted using responses from the 9,296 11th grade students. A more

detailed explanation of the sampling design can be found in Prediger, Roth, and Noeth (1973) and Bayless, Bergstem, Lewis, and Noeth (1974).

The analyses focus on three major areas of career planning among 11th graders: career planning activities, career planning apprehension, and reactions to career planning activities.

Career planning activities consist of self reports on 25 general job planning activities that a youth might undertake. A second set of seven job planning activities request information on the activities each respondent has utilized in preparing for the two jobs that they previously listed as their first and second job choices. These 32 indicators are all coded as follows:

- a. I haven't done this OR the time I spent on this is not worth doing.
- b. Yes, I have done this but only once or twice.
- c. Yes, I have done this several times.

A complete list of these 32 indicators is presented in Table 1.

TABLE 1 ABOUT HERE

Career planning apprehension refers to the extent of certainty in career plans. Six indicators are used that measure 1) the extent of thought given to job characteristics and the individual's preferences and aspirations, 2) the perceived congruence between desired level of education and the requirements of the preferred job, 3) the knowledge of how to enter these jobs, 4) the individual's perceived ability to carry out the steps necessary to get a preferred job, and 5) the individual's assessment of his/her outlook toward his/her job future. The wording of the six indicators is presented in Table 2.

TABLE 2 ABOUT HERE

Reactions to career planning activities include the student's evaluation of the effectiveness of hard copy materials, films, class discussions, counseling, and informal student meetings as mechanisms for providing career counseling help. Assessments are also made on the overall perceived effectiveness of school career planning activities and nine areas in which the student would like more help from the school. These variables are listed in Table 3.

TABLE 3 ABOUT HERE

Finally, urban-rural comparisons are made using four major categories of size of community: Big Cities (counties containing a city of at least 200,000 population), Fringes around big cities (counties in the same Standard Metropolitan Statistical Area (SMSA) as a Big City), Medium Sized Cities (all other SMSA counties plus all other counties containing at least one city of at least 25,000 population), Rural (all other counties). This coding structure permits assessment of major differences between various community sizes. However, this coding scheme does not permit analyses of within category variance which may be as large or larger than the between category variance. For example, there may be large differences in career planning activities between consolidated school systems serving several rural areas and independent rural school systems serving one rural community. Thus, the reader is cautioned that the purpose of this paper is to examine the extent of between differences only.

Results and Discussion

The analysis of career planning activities of rural youth begins by looking at the general career planning activities 11th graders have experienced. This is followed by specific activities undertaken to prepare for jobs the student wants to enter. Attention is then turned to evaluation of the effectiveness of career planning activities and school related career education.

Four methodological caveats must be cited before proceeding with the analysis. First, the descriptive nature of this topic requires the use of simple analyses of frequencies and cross tabulations. To preserve space, most tables that do not result in significant or only in slight differences between the various community sizes are not presented. Readers may obtain these tables from the author. Second, the term "significant" is used to refer only to those relationships that are statistically significant at a .05 level using a chi-square test. However, the assessment of statistical significance is only used as a minimum criterion as the sample size is sufficiently large to make even small differences appear statistically significant. Substantive significance is noted whenever a category is at least five percentage points different from the corresponding category in other community sizes. Third, community size will be referred to as follows:

Big Cities = CITY

Fringes around Big Cities = FRINGE

Medium sized Cities = TOWN

Rural = RURAL

Fourth, all tables generated were also elaborated by sex and race. When suppressor or distorter variables (see Rosenberg, 1968) are found, they are reported. Otherwise, these additional tables are not provided.

Career planning activities. Twenty-five variables were utilized to look at urban-rural differences in general career planning activities. To start, eight of the twenty-five tabular analyses resulted in no difference in the variables across communities. They are as follows:

1. About 78 percent of all 11th graders report having listened to a tape recording or saw slides, a movie, or a TV program about a job in which they were interested.
2. About 85 percent of all 11th graders compared two different jobs in terms of how satisfied they would be with them.
3. Just over 61 percent of all 11th graders have talked (alone or in a group) with a counselor or teacher about how their goals, interests, and abilities might relate to different kinds of jobs.
4. Sixty percent of all juniors report having talked to a counselor or teacher about how jobs differ with respect to rewards and satisfactions.
5. About 78 percent of all juniors have discussed post-high school education or job training with a counselor or teacher.
6. Only about 44 percent of all 11th graders report having written for materials describing jobs or educational programs.
7. About 75 percent of all 11th graders say they have enrolled in or plan to take high school courses that will prepare them for a specific job.
8. Over 91 percent of all 11th graders have given some thought about obtaining additional job skills or education after leaving high school.

Thus, about 32 percent of the indicators used to assess urban-rural differences in general career planning activities show no substantial difference between various community sizes. With the exception of writing for materials, most students, irrespective of size of community, sex, or race, report have engaged in these career planning activities.

Slight differences in career planning activities were found between various community sizes using six of the remaining indicators.

1. Rural females (33 percent) are less likely than city (38 percent), fringe (38 percent), and town (36 percent) females to have talked several times to an adult (not in the family) about how he/she came to be in his/her job. This pattern does not hold for males.
2. Rural males (57 percent) and females (55 percent) are more likely than city (51 percent, 53 percent), fringe (50 percent, 51 percent), and town (53 percent, 50 percent) youth to have talked (alone or in a group) with a counselor or teacher about how jobs differ in working conditions and fringe benefits. Note that the pattern is reversed for males and females. Rural males are least like their city counterparts whereas rural females respond approximately the same as city females.
3. Rural males (57 percent) are more likely than city (52 percent), fringe (53 percent), and town (53 percent) males to have talked with a counselor or teacher about financing post-high school education or job training. This pattern does not hold for females. Rural males tend to talk at least once or twice with a counselor or teacher more than their more urban counterparts.
4. Rural males (43 percent) and females (43 percent) do not take up hobbies or join a group or club that was related to a job they were considering as much as city (48 percent, 47 percent), fringe (47 percent, 48 percent), and town (45 percent, 45 percent) males and females.
5. Rural females (41 percent) do not write resumes or summary sheets of job qualifications, education, and work experiences as much as city (49 percent), fringe (46 percent) and town (46 percent) females. Apparently city females are more likely to write resumes than any other group of males or females.
6. Rural males (60 percent) work out a plan to provide enough money to begin what they want to do after high school more than city (51 percent), fringe (59 percent), and town (54 percent) males. Rural males also do this more than all females (53 percent).

When slight differences begin to emerge in career planning activities between the various groups, rural males appear to talk more to school personnel about job characteristics and worry more about setting up the financial means for achieving post-secondary training. While rural females are more likely to talk to school personnel, they are less likely to talk to other people outside their family about jobs and are also less likely to

prepare resumes. This may mean that rural females can rely on the informal network in their rural community to get a job whereas their more urban counterparts must follow formal application procedures.

There are seven career planning activities that exhibit moderate differentials across urban-rural communities.

1. White rural males (81%) are more likely than city (74%), fringe (74%), or town (75%) white males to have class discussions on jobs that were related to the topic they were studying. Non-white city males (85%) are more likely than rural (82%), fringe (79%) or town (75%) non-white males to have experienced these class discussions. While there is little variation between community groups for females, females report more class discussions of jobs related to school topics (79%). Rural females report the same amount of discussion (81%) as do rural males.
2. Rural males (60%) are more likely than city (56%), fringe (55%), or town (53%) males to have read a job description in the school library or guidance office. City females (69%) or more likely than any male or fringe (59%), town (55%), or rural (66%) females to have read a job description. Thus, city and rural females and rural males emphasize use of written job description references more than other youth.
3. Rural males (54%) are more likely than city (48%), fringe (47%), or town (46%) males to report watching and talking with workers in jobs related to a school subject they were studying. Rural females (54%) also report more watching and talking with workers than do town (48%) or fringe (49%) females, but they are not much different than city females (53%).
4. While white rural males and females report more frequent occurrence of playing games or doing an assignment in school that involved making work plans than their white urban counterparts, non-white rural males (44%) and non-white town females (45%) were considerably more likely to have made hypothetical work plans than their same sex and race counterparts in the other 3 community types. About 24% of all whites reported doing this, whereas 33% of all non-whites were involved in this kind of school assignment.
5. Non-white rural males tend to experience about 12% more actual or practiced job interviews than other youth. Non-white and white rural females experience about 10% less practice or actual job interviews than their urban, same sex and race counterparts. There is no difference among white males who report doing fewer practice or actual job interviews than either white females or non-whites. This suggests that white males either have greater access to the job market so they obtain a job during high school with fewer interviews, or that school personnel do not feel white males need the practice as much because of their perceived ability to get jobs.

6. About 10% fewer rural students have filled out a job application form for an actual job or for practice than their urban counterparts. About 70% of all students report having filled out an application. However, non-white rural males are more likely to have filled out a job application form than their same sex and race urban counterparts. Thus, non-white rural males either have more difficulty getting a job in rural areas, or they are provided more practice by rural school systems.

On the one hand, rural 11th graders are exposed to more discussion about the world of work (i.e., finding relationships between abstract conceptions and the world of work, making hypothetical work plans, reading job descriptions, and talking to workers in jobs). On the other hand, rural students (except non-white males) are less likely to have actually filled out real or practice job application forms or to have held a real or practiced job interview. This suggests that: 1) rural schools do not emphasize practical experience in applying for a job; 2) that rural students do not have trouble obtaining a job so they apply less; or 3) rural 11th graders do not get a job as often as their urban counterparts. For non-white rural males, however, rural schools may be providing more practical experience than urban schools, or rural non-white males find it much more difficult to obtain a job in rural areas while in high school.

The remaining general career planning activities largely center on specific activities and curriculum sponsored by schools. As the differences between urban-rural involvement in these activities are somewhat larger or are more complex in nature, the data are provided.

Schools in the four types of communities vary in the extent to which instructional field trips are provided. Presented in Table 5 is the reported incidence of taking a tour through a local industry, business, hospital, or office to observe what the various jobs are like.

 TABLE 5 ABOUT HERE

Rural students are more likely to have gone on one or more field trips than students from any other type of community. A variety of factors may produce this difference. For example, rural schools may have greater say in the availability of the bus service or they may have less stringent legal and liability worries. If Peshkin (1978) is correct, rural parents may want their children exposed to their community and its benefits. Conversely, eliminating field trips is one of the first things mentioned when the issue of reducing urban school expenditures is raised. If rural schools have limited resources, they are expending these resources on field trips, whereas urban schools are not.

One of the major methods of communicating career planning information to students in urban schools is via "job fairs" or "career days." Referring to Table 6, it is apparent that city and fringe schools utilize these fairs more than town and rural schools (who have more field trips).

 TABLE 6 ABOUT HERE

Note, however, that these fairs are not well attended by city white or non-white males. This is not true of fringe schools where about 50% of all students report attending a job fair. While the fewest number of students go to fairs in towns, town white females are the least likely to have attended a career fair than any other group. Non-white rural students do appear to take advantage of these fairs, but their white classmates do not. It appears that city and fringe schools do rely on formal job fairs to

convey career information and it is fairly successful. Whether these fairs compensate for actual field trips or whether these field trips are more informative than formal presentations at job fairs has not been accessed.

Few students take courses in school that allow them to study several different jobs (see Table 7). However, about 12% more rural 11th graders report doing this than do city or fringe juniors. Likewise, more rural juniors report having taken a course in school to find out what jobs related to this course would be like (see Table 8). Additional analyses indicate that about 10% more non-whites than whites take courses to study or find out about different jobs.

TABLES 7 & 8 ABOUT HERE

These findings should not be taken to mean that rural schools offer more courses that permit students to evaluate their feelings or enhance their knowledge about different jobs. It may mean that rural students are restricted in their job choices in the local labor market and the rural school has good coverage of the available jobs.

More than half (57%) of all 11th graders do not work in part-time or summer jobs that are related to a job they are considering for a career (Table 9).

TABLE 9 ABOUT HERE

Rural students are more likely than city, fringe, or town youth to have had career-related part-time employment during high school. There are differences by sex and race. Females are more likely to report not having

part-time work that is congruent with a proposed career. However, non-white males and females are more likely than same sex whites to take a part-time job that is related to a career choice. This finding likely reflects the restricted youth employment opportunities for females and non-white males.

Turning to the 7 questions focusing on specific job choices and related career-planning activities for those jobs, no significant variance is found between communities of different size. This is due, in part, to the uniformly high level of activity by all students.

1. Over 92% report having discussed the jobs with a parent, relative, or guardian.
2. Over 67% report listening to tape recordings, seeing slides, a T.V. program, or a movie about the jobs.
3. About 58% have talked with a counselor or teacher about the relationship between their goals, interests, and abilities with the jobs.
4. About 60% talked with workers in the jobs they had chosen.
5. Over 83% compared personal satisfaction levels between two different jobs.
6. Over 80% identified school courses that would be helpful in preparing for these jobs.
7. About 73% have taken school courses related to these jobs.

In summary, it does not appear that rural students are limited in the extent to which they can engage in the career planning activities measured in this study. The data appear to suggest that rural youth may indeed be receiving more personal attention and job-related course work from their schools. However, we cannot conclude that rural schools prepare their students better for the world of work. Course and career counseling for rural youth (and non-whites in all communities) may focus on a restricted range of lower level jobs. Likewise, the higher incidence of involvement

by rural students (and city students in some cases) may indicate a lack of career-planning facilities and resources that requires a higher rate of personal involvement by rural youth. Given that only a few of the indicators showed differences between the career-planning activities of rural and urban youth, however, it is likely that rural youth can engage in career-planning activities much the same as their urban counterparts.

Career planning apprehension. Six indicators are examined to assess the degree of certainty 11th graders feel about the career plans they have made. Over 90% of all students report they have given much thought to why their preferred jobs were "right" for them. Considerably fewer students (63%), however, are sure their desired job will allow them to get what they want out of life.

Turning to actual plans, only about 60% of all students feel the education they are planning is in line with what is needed for the job. While there is no difference across communities, non-whites are even less sure (about 11% less) than whites about the congruence between education and work requirements. This dissonance over lack of congruence is probably reliable as 89% of all students report having at least some idea of the steps necessary to prepare for and enter their preferred jobs.

There is some apprehension on the part of white males in cities, non-white males in towns, and non-white females in rural areas over their ability to complete all of the steps necessary to get at least one of the jobs (see Table 10). While about 79% of all students feel they will complete the necessary steps, there may be restricted opportunity structures for certain youth in particular communities.

TABLE 10 ABOUT HERE

In assessing overall job prospects, non-white males and small town and rural 11th graders are less optimistic about their job futures (see Table 11). Surprisingly, non-white city females are the most encouraged by their job prospects. Whether this reflects their access to stable jobs (albeit low prestige) or access to government programs that will permit them mobility out of the community is not ascertainable. In any case, there is uncertainty as only 59% of the 11th graders feel optimistic about their job future.

TABLE 11 ABOUT HERE

In summary, it is apparent that 11th graders have given thought to careers and are reasonably assured that they have an idea of what is needed to obtain this career. About 30-40% of the 11th graders across all communities, however, express doubt as to their ability to get the education, to complete the necessary steps to get a job, or to have favorable job outcomes. This apprehension does not appear to differentially affect rural 11th graders more than their urban counterparts.

Reactions to career planning activities. Five major mechanisms provided by schools for obtaining career information are evaluated by the students. With respect to written materials provided by the schools, rural youth are consistently more likely to find job descriptions, pamphlets, or books on jobs more useful than other students (see Table 12). Generally, males find them less useful than females and non-whites find them more useful than whites. Non-white females clearly find the help provided by these materials very useful. This is particularly true of city and rural

non-white females. Overall, about 44% of 11th graders find these written materials of some or a lot of help.

TABLE 12 ABOUT HERE

Films, talks by workers, career days, and field trips are not frequently used either by schools or by students. Overall, 43% reported that this kind of help was not provided or not used. About 38% of all 11th graders found these presentations to be useful. About half of all youth in towns report the non-usage of films and similar presentations. However, examining the relationship by race and sex results in non-whites generally reporting substantially more usage of these sources than whites (except in fringe schools). Females report more usage than their same race male classmates (see Table 13). Once again, rural and city non-white females appear to use these sources more and find them more useful than do all other students.

TABLE 13 ABOUT HERE

Most students (66%) report some helpfulness of class discussion on jobs. Rural and town 11th graders consistently report a higher rate of help. However, this consistency is due to the congruence between town and rural white students. Rural non-white students are more closely aligned with non-white city 11th graders. White city males continue to be impervious to career-planning activities as they continue to be as high or higher in reported non-usage of written materials, film, and presentations,

and teacher discussions. As noted in Table 14, non-white females continue to report the greatest perceived helpfulness of teacher discussion.

TABLE 14 ABOUT HERE

White males continue to report less use of career education sources when we examine the usage of school counselors (see Table 15). White 11th graders do not vary greatly across communities in their perceived rating of school counselors. However, non-white students from rural and city areas appear to give higher usefulness ratings to school counselors than to non-whites from fringe or town areas. Again, non-white females consistently evaluate the usefulness of any form of career counseling higher than any other 11th graders.

TABLE 15 ABOUT HERE

Most students (55%) either do not find useful or are not provided the opportunity to meet with other students to discuss jobs. However, rural students are more likely to have done so and found it somewhat useful. Once again, white males find usage of student meetings not used or of no help while non-white city and rural females continue to report higher levels of usefulness (see Table 16).

TABLE 16 ABOUT HERE

Turning to an overall evaluation of career education help provided by schools, most 11th graders (about 82%) report that the student has provided

them at least some help. Rural students rate the help they have received higher than other students do. Females find the school career education programs more helpful than do males and non-whites rate the helpfulness of the programs higher than do their same sex white classmates (see Table 17). Consistent with earlier findings, city and rural non-white females feel schools provide them greater help than do their classmates.

TABLE 17 ABOUT HERE

Most schools have guidance counselors. However, whites feel they can almost always see a counselor when they want more than non-whites (about 47% vs. about 41%). White rural and town males and females report a higher percentage feeling they have extremely good access to a counselor (see Table 18). Non-white city and rural females continue to have higher perceived availability of counseling than do other non-whites, but not as high as white females. Students in fringe schools report less perceived access to counselors than do other students.

TABLE 18 ABOUT HERE

The greatest area that 11th graders want more help with is making career plans. Over 77% of all students reported wanting more help. In descending order we find the following:

1. Sixty-five percent want more help improving study skills.
2. Sixty-three percent want more help finding after school or summer work.
3. Sixty-one percent want more help improving math skills.
4. Fifty-eight percent want additional help with reading skills.

5. Fifty-six percent want more help choosing courses.
6. Forty-six percent want more help obtaining money to continue post-secondary education.
7. Thirty-one percent want more help discussing personal things of concern to them.
8. Fifteen percent want more help discussing health problems.

There is little variation in these expressed needs across communities. Rural youth, however, are consistently highest in expressing a need for more help in all areas except help for making career plans (city, 80%; rural, 78%; fringe, 76%; and town, 75%), and finding part-time work (city, 76%; rural, 65%; town, 64%; and fringe 60%).

Discussions and Conclusions

We have jointly endured a myriad of tabular analyses. What can be said about career counseling for rural and urban youth? First, it is very evident that 11th graders want more help planning for their careers. Most perceive counselors as being available and providing at least some help. Rural students appear to want more help than they are receiving and feel that they are already receiving a lot of help, whereas urban counterparts have slightly less expressed need and moderately less reported help.

Second, rural students consistently react more positively to the help provided to them than do urban students. Third, urban-rural differences in career counseling cannot be evaluated without taking into account race and sex. Fourth, rural students do not differ greatly in the types of career-planning activities they undertake.

From these general findings it is apparent that rural schools do meet the perceived career-counseling needs of their students as well as or better than urban schools. This does not mean, however, that rural schools

are more effective than urban schools. Rural communities have less occupational diversity than urban areas. We have not evaluated the impact of counseling on subsequent career attainments. Rural youth may get help, but it may not help them in urban environments. Rural youth planning on leaving their community may be less satisfied with services provided them than are those who choose to remain.

Moreover, it is my experience that many rural schools do not have trained career counselors. The principal, a teacher, or, more often, a secretary, may be assigned (or undertake) the functions of a career counselor. Rural students may have low expectancies for help and be pleasantly surprised by the extent of help that may be available from an experienced secretary. Urban students may have high expectations and come to view counseling as a waste of time because the counselors do not do everything for them. These initial expectancy levels have not been taken into account in this study.

In sum, using the 54 indicators measuring various components of career counseling, we do not find that rural students report a greater need for career counseling help than do urban students. This may indicate that small rural schools are just as able to meet career counseling needs without "adopting" (or having forced upon them) programs designed for larger urban schools. Future research needs to examine the effectiveness and content of rural career counseling.

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TABLE 1: ITEMS USED IN ASSESSING CAREER PLANNING ACTIVITIES

1. LISTENED TO A TAPE RECORDING OR SAW SLIDES, A MOVIE, OR A TV PROGRAM ABOUT A JOB IN WHICH I WAS INTERESTED.
2. DISCUSSED, IN CLASS, JOBS RELATED TO THE SUBJECT WE WERE STUDYING.
3. TALKED WITH AN ADULT (NOT IN MY FAMILY) ABOUT HOW HE (SHE) CAME TO BE IN HIS (HER) JOB.
4. COMPARED TWO DIFFERENT JOBS IN TERMS OF HOW SATISFIED I WOULD BE WITH THEM.
5. READ A JOB DESCRIPTION FROM THE SCHOOL LIBRARY OR GUIDANCE OFFICE JOB FILES.

TALKED (ALONE OR IN A GROUP) WITH A COUNSELOR OR TEACHER ABOUT--
6. HOW MY GOALS, INTERESTS, AND ABILITIES MIGHT RELATE TO DIFFERENT KINDS OF JOBS.
7. HOW JOBS DIFFER WITH RESPECT TO WORKING CONDITIONS AND FRINGE BENEFITS.
8. HOW JOBS DIFFER WITH RESPECT TO REWARDS AND SATISFACTIONS.
9. EDUCATION OR JOB TRAINING AFTER HIGH SCHOOL.
10. FINANCING EDUCATION OR JOB TRAINING AFTER HIGH SCHOOL.
11. WROTE FOR MATERIALS DESCRIBING JOBS OR EDUCATIONAL PROGRAMS.
12. TOOK A TOUR THROUGH A LOCAL INDUSTRY, BUSINESS, HOSPITAL, OR OFFICE TO OBSERVE WHAT THE VARIOUS JOBS WERE LIKE.
13. WATCHED AND TALKED WITH WORKERS IN JOBS RELATED TO A SCHOOL SUBJECT WE WERE STUDYING.
14. ATTENDED A 'JOB FAIR' OR 'CAREER DAY' WHERE WORKERS OR EMPLOYERS TALKED ABOUT JOBS.
15. TOOK UP A HOPPY OR JOINED A GROUP OR CLUB THAT WAS RELATED TO A JOB I WAS CONSIDERING.

TABLE 1 (CONTINUED):

16. PLAYED A GAME OR DID AN ASSIGNMENT IN SCHOOL IN WHICH I HAD TO MAKE EDUCATION OR WORK PLANS FOR SOME STUDENT.
17. TOOK A COURSE IN SCHOOL THAT STUDIED SEVERAL DIFFERENT TYPES OF JOBS.
18. TOOK A COURSE IN SCHOOL TO FIND OUT WHAT JOBS RELATED TO IT WOULD BE LIKE.
19. WORKED IN A SUMMER OR PART-TIME JOB RELATED TO AN OCCUPATION I WAS CONSIDERING.
20. TOOK PART IN AN ACTUAL OR A PRACTICE JOB INTERVIEW.
21. FILLED OUT A JOB APPLICATION FORM, FOR AN ACTUAL JOB OR FOR PRACTICE.
22. WROTE A RESUME OR SUMMARY SHEET DESCRIBING MY JOB QUALIFICATIONS, EDUCATION, WORK EXPERIENCE, ETC.
23. ENROLLED IN (OR PLAN TO TAKE) HIGH SCHOOL COURSES THAT WILL PREPARE ME FOR A SPECIFIC JOB AFTER HIGH SCHOOL OR FOR ADDITIONAL EDUCATION.
24. THOUGHT ABOUT WHETHER I SHOULD OBTAIN SOME ADDITIONAL EDUCATION OR JOB SKILLS AFTER HIGH SCHOOL.
25. WORKED OUT A PLAN THAT WILL PROVIDE ENOUGH MONEY FOR ME TO BEGIN TO DO WHAT I PLAN TO DO AFTER HIGH SCHOOL.
- ASKED CONCERNING TWO PREFERRED JOBS:
26. DISCUSSED THE JOBS WITH A PARENT, RELATIVE OR GUARDIAN.
27. LISTENED TO TAPE RECORDINGS OR SAW SLIDES, A TV PROGRAM, OR A MOVIE ABOUT THE JOBS.
28. TALKED WITH A COUNSELOR OR TEACHER ABOUT HOW MY GOALS, INTERESTS, AND ABILITIES RELATE TO THE JOBS.
29. TALKED WITH WORKERS IN THE JOBS ABOUT HOW THEY CAME TO BE IN THE JOB.
30. COMPARED HOW SATISFIED I WOULD BE WITH EACH OF THE JOBS.
31. IDENTIFIED THE SCHOOL COURSES THAT IT WOULD BE HELPFUL TO TAKE FOR EACH OF THE JOBS.
32. HAVE TAKEN A SCHOOL COURSE RELATED TO ONE OF THESE JOBS.

TABLE 2: MEASURES OF CAREER PLANNING APPREHENSION

1. HAVE YOU GIVEN MUCH THOUGHT AS TO WHY THESE TWO JOBS ARE 'RIGHT' FOR YOU?
 - A. A LITTLE
 - B. SOME
 - C. A LOT
2. IS THE AMOUNT OF EDUCATION YOU ARE PLANNING IN LINE WITH WHAT IS NEEDED FOR THE JOBS?
 - A. YES
 - B. NOT SURE
 - C. PROBABLY NOT
3. WILL THE TWO JOBS HELP YOU OBTAIN WHAT YOU WANT OUT OF LIFE?
 - A. YES
 - B. NOT SURE
 - C. PROBABLY NOT
4. HOW SURE ARE YOU OF THE STEPS TO TAKE IN ORDER TO PREPARE FOR AND ENTER EACH OF THE TWO JOBS?
 - A. DON'T KNOW WHERE TO BEGIN
 - B. HAVE SOME IDEA OF HOW TO GO ABOUT IT
 - C. THE STEPS ARE PRETTY CLEAR
 - D. THE STEPS ARE QUITE CLEAR
5. DO YOU FEEL YOU WILL BE ABLE TO COMPLETE ALL OF THE NECESSARY STEPS FOR AT LEAST ONE OF THE JOBS?
 - A. YES
 - B. NOT SURE
 - C. PROBABLY NOT
6. WOULD YOU SAY THAT YOUR JOB FUTURE IS--
 - A. BRIGHT?
 - B. DARK?
 - C. UNCERTAIN?

TABLE 3: ITEMS ASSESSING REACTION TO CAREER PLANNING ACTIVITIES

CODE FOR #1 - #5

- A. HELP WAS PROVIDED OR NOT USED
- B. THIS WAS OF LITTLE HELP
- C. THIS WAS OF SOME HELP
- D. THIS WAS A LOT OF HELP

1. FILE OF JOB DESCRIPTIONS, PAMPHLETS, OR BOOKS ON JOBS.
(USUALLY IN LIBRARY OR A GUIDANCE OFFICE.)
2. FILMS ON JOBS, TALKS BY WORKERS (IN PERSON OR ON TAPE),
'CAREER DAYS,' TOURS.
3. CLASS DISCUSSION BY TEACHERS OF JOBS RELATED TO THE
SUBJECTS THEY ARE TEACHING.
4. DISCUSSION WITH A COUNSELOR ABOUT EDUCATION AND JOB
PLANS FOR AFTER HIGH SCHOOL.
5. MEETINGS WITH SMALL GROUPS OF STUDENTS TO DISCUSS WHAT
WE WANT FROM A JOB, EDUCATIONAL PLANS, JOB PLANS, ETC.
6. OVERALL, HOW MUCH HELP WITH CAREER (EDUCATIONAL AND JOB)
PLANNING HAS YOUR SCHOOL (TEACHERS, COUNSELORS, PRINCIPAL,
LIBRARIAN, ETC.) GIVEN YOU?
 - A. NONE
 - B. LITTLE
 - C. SOME
 - D. A LOT
7. DO YOU FEEL THAT YOU CAN GET TO SEE A GUIDANCE COUNSELOR
WHEN YOU WANT TO OR NEED TO?
 - A. HARDLY EVER
 - B. USUALLY
 - C. ALMOST ALWAYS
 - D. WE DON'T HAVE A GUIDANCE COUNSELOR

HELP WANTED CHECK LIST

CODE FOR #8 - #16

- A. YES
- B. NO

8. IMPROVING MY STUDY SKILLS.
9. IMPROVING MY READING SKILLS.

TABLE 3 (CONTINUED):

10. IMPROVING MY MATH SKILLS.
11. CHOOSING COURSES.
12. DISCUSSING PERSONAL THINGS THAT ARE CONCERNING ME.
13. DISCUSSING A HEALTH PROBLEM THAT IS CONCERNING ME.
14. MAKING CAREER PLANS.
15. OBTAINING MONEY TO CONTINUE MY EDUCATION AFTER HIGH SCHOOL.
16. FINDING AFTER-SCHOOL OR SUMMER WORK.

TABLE 5. PERCENT OF 11TH GRADERS TAKING TOURS TO
OBSERVE VARIOUS JOBS BY COMMUNITY SIZE.*

FREQUENCY OF TOURS	COMMUNITY SIZE			
	CITY	FRINGE	TOWN	RURAL
NONE	47%	45%	39%	34%
ONCE OR TWICE	40	40	43	45
SEVERAL TIMES	13	15	18	21
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
	(1492)	(3843)	(1806)	(2148)

*CHI-SQUARE = 109 D.F. = 6

TABLE 6. PERCENT OF 11TH GRADERS REPORTING THEY HAD NOT ATTENDED A "JOB FAIR" OR "CAREER DAY" BY COMMUNITY SIZE, BY SEX, AND BY RACE.*

	COMMUNITY SIZE				OVERALL
	CITY	FRINGE	TOWN	RURAL	
WHITE MALES	75% (352)	56% (760)	72% (507)	73% (492)	66% (2111)
WHITE FEMALES	50 (305)	50 (719)	82 (529)	73 (556)	61 (2109)
NON-WHITE MALES	61 (70)	51 (163)	71 (88)	59 (125)	58 (446)
NON-WHITE FEMALES	43 (53)	55 (171)	72 (77)	64 (163)	58 (464)
OVERALL*	60% (904)	53% (2043)	76% (1371)	70% (1495)	63% (5813)

*NOTE: INDIVIDUALS WHO CHOSE NOT TO IDENTIFY THEIR RACE (ABOUT 12%) WERE EXCLUDED FROM THE TABLE BUT INCLUDED IN THE OVERALL ROW.

TABLE 7. PERCENT OF 11TH GRADERS TAKING COURSES IN SCHOOL THAT STUDIED SEVERAL DIFFERENT JOBS BY COMMUNITY SIZE.*

FREQUENCY OF TAKING COURSES	COMMUNITY SIZE			
	CITY	FRINGE	TOWN	RURAL
NONE	71%	73%	68%	59%
ONCE OR TWICE	24	21	24	30
SEVERAL TIMES	5	6	8	11
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
	(1495)	(3838)	(1806)	(2147)

*CHI-SQUARE = 135 D.F. = 6

TABLE 8. PERCENT OF JUNIORS TAKING A COURSE IN SCHOOL TO FIND OUT ABOUT A PARTICULAR JOB BY COMMUNITY SIZE.*

FREQUENCY OF TAKING COURSES	COMMUNITY SIZE			
	CITY	FRINGE	TOWN	RURAL
NONE	66%	68%	64%	59%
ONCE OR TWICE	26	24	26	31
SEVERAL TIMES	8	8	10	10
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
	(1495)	(3839)	(1804)	(2149)

*CHI-SQUARE = 60 D.F. = 6

TABLE 9. PERCENT OF 11TH GRADERS WHO DID NOT WORK IN A PART-TIME OR SUMMER JOB SIMILAR TO THE JOB THEY WERE CONSIDERING FOR A CAREER BY COMMUNITY SIZE, BY SEX, AND BY RACE.*

	COMMUNITY SIZE				
	CITY	FRINGE	TOWN	RURAL	OVERALL
WHITE MALES	57% (268)	62% (836)	56% (390)	44% (297)	56% (1791)
NON-WHITE MALES	46 (52)	56 (178)	52 (64)	38 (80)	49 (374)
WHITE FEMALES	65 (393)	61 (866)	61 (393)	63 (486)	62 (2138)
NON-WHITE FEMALES	54 (66)	57 (175)	56 (60)	57 (146)	56 (447)
OVERALL*	59% (887)	60% (2316)	56% (1016)	52% (1125)	57% (5344)

*NOTE: INDIVIDUALS WHO CHOSE NOT TO IDENTIFY THEIR RACE (ABOUT 12%) WERE EXCLUDED FROM THE TABLE BUT INCLUDED IN THE OVERALL ROW.

TABLE 10. PERCENT OF 11TH GRADERS REPORTING THAT THEY FEEL SURE THEY WILL BE ABLE TO COMPLETE ALL THE NECESSARY STEPS FOR AT LEAST ONE OF THEIR PREFERRED JOBS.*

	COMMUNITY SIZE				
	CITY	FRINGE	TOWN	RURAL	OVERALL
WHITE MALES	73% (337)	79% (1065)	81% (564)	79% (530)	78% (2496)
WHITE FEMALES	83 (506)	84 (1202)	81 (525)	81 (616)	83 (2849)
NON-WHITE MALES	74 (84)	74 (236)	67 (82)	70 (149)	72 (551)
NON-WHITE FEMALES	83 (108)	81 (249)	79 (84)	73 (187)	79 (628)
OVERALL*	78% (1165)	80% (3056)	79% (1420)	77% (1660)	79 (7301)

*NOTE: INDIVIDUALS WHO CHOSE NOT TO IDENTIFY THEIR RACE (ABOUT 12%) WERE EXCLUDED FROM THE TABLE BUT INCLUDED IN THE OVERALL ROW.

TABLE 11. PERCENT OF 11TH GRADERS REPORTING THAT THEIR JOB FUTURE LOOKED BRIGHT BY COMMUNITY SIZE, SEX, AND RACE.*

	COMMUNITY SIZE				
	CITY	FRINGE	TOWN	RURAL	OVERALL
WHITE MALES	61% (281)	60% (805)	55% (383)	61% (407)	59% (1876)
WHITE FEMALES	60 (368)	61 (869)	55 (359)	56 (430)	59 (2021)
NON-WHITE MALES	54 (61)	57 (181)	52 (65)	54 (114)	55 (421)
NON-WHITE FEMALES	67 (82)	61 (188)	57 (61)	54 (137)	59 (468)
OVERALL*	59% (882)	59% (2267)	55% (981)	56% (1197)	58% (5327)

*NOTE: INDIVIDUALS WHO CHOSE NOT TO IDENTIFY THEIR RACE (ABOUT 12%) WERE EXCLUDED FROM THE TABLE BUT INCLUDED IN THE OVERALL ROW.

TABLE 12: PERCENTAGE DISTRIBUTION OF AMOUNT OF HELP PROVIDED BY SCHOOL VIA A FILE OF JOB DESCRIPTIONS, PAMPHLETS, OR BOOKS ON JOBS BY COMMUNITY SIZE, SEX, AND RACE.

	WHITE MALE					WHITE FEMALE				
	COMMUNITY SIZE					COMMUNITY SIZE				
	CITY	FRINGE	TOWN	RURAL	OVERALL	CITY	FRINGE	TOWN	RURAL	OVERALL
HELP NOT PROVIDED OR USED	43%	36%	39%	33%	37%	30%	34%	36%	25%	32%
LITTLE HELP	23	25	23	19	23	18	21	19	18	20
SOME HELP	25	31	30	37	31	38	35	32	42	36
A LOT OF HELP	9	8	8	11	9	14	10	13	15	12
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
TOTAL N	(464)	(1347)	(696)	(671)	(3178)	(609)	(1421)	(646)	(766)	(3442)
	NON-WHITE MALE					NON-WHITE FEMALE				
	COMMUNITY SIZE					COMMUNITY SIZE				
	CITY	FRINGE	TOWN	RURAL	OVERALL	CITY	FRINGE	TOWN	RURAL	OVERALL
HELP NOT PROVIDED OR USED	33%	39%	37%	26%	34%	20%	34%	26%	19%	26%
LITTLE HELP	24	27	20	28	26	20	20	21	18	20
SOME HELP	31	21	32	31	27	39	34	35	35	35
A LOT OF HELP	12	13	11	15	13	21	12	18	28	19
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
TOTAL N	(113)	(315)	(123)	(212)	(763)	(122)	(305)	(107)	(255)	(789)

TABLE 13: PERCENTAGE RATING OF AMOUNT OF HELP PROVIDED BY SCHOOLS VIA FILMS, TALKS, "CAREER DAYS," AND TOURS BY COMMUNITY SIZE, SEX, AND RACE:

	WHITE MALE					WHITE FEMALE				
	COMMUNITY SIZE					COMMUNITY SIZE				
	CITY	FRINGE	TOWN	RURAL	OVERALL	CITY	FRINGE	TOWN	RURAL	OVERALL
HELP NOT PROVIDED OR USED	53%	43%	50%	44%	46%	30%	41%	56%	41%	42%
LITTLE HELP	18	24	17	18	20	16	19	14	17	17
SOME HELP	21	23	23	26	24	29	27	19	27	26
A LOT OF HELP	8	10	10	12	10	25	13	10	15	15
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
TOTAL N	(465)	(1348)	(696)	(671)	(3180)	(609)	(1422)	(648)	(766)	(3445)

	NON-WHITE MALE					NON-WHITE FEMALE				
	COMMUNITY SIZE					COMMUNITY SIZE				
	CITY	FRINGE	TOWN	RURAL	OVERALL	CITY	FRINGE	TOWN	RURAL	OVERALL
HELP NOT PROVIDED OR USED	37%	44%	41%	31%	39%	24%	45%	44%	34%	38%
LITTLE HELP	26	19	26	19	21	15	20	19	20	19
SOME HELP	22	27	24	30	27	36	22	22	27	26
A LOT OF HELP	15	10	9	20	13	25	13	15	19	17
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
TOTAL N	(113)	(316)	(123)	(211)	(763)	(122)	(306)	(107)	(255)	(790)

TABLE 14: PERCENTAGE DISTRIBUTION OF AMOUNT OF HELP PROVIDED BY SCHOOLS VIA CLASS DISCUSSIONS BY TEACHERS OF JOBS RELATED TO THE SUBJECT THEY ARE TEACHING BY COMMUNITY SIZE, SEX, AND RACE

	WHITE MALE					WHITE FEMALE				
	COMMUNITY SIZE					COMMUNITY SIZE				
	CITY	FRINGE	TOWN	RURAL	OVERALL	CITY	FRINGE	TOWN	RURAL	OVERALL
HELP NOT PROVIDED OR USED	38%	38%	34%	34%	36%	35%	38%	31%	31%	34%
LITTLE HELP	26	28	25	26	27	26	23	25	21	24
SOME HELP	29	25	30	29	27	27	27	27	30	28
A LOT OF HELP	7	9	11	11	10	12	12	17	18	14
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
TOTAL N	(465)	(1343)	(698)	(672)	(3178)	(610)	(1421)	(648)	(766)	(3445)

	NON-WHITE MALE					NON-WHITE FEMALE				
	COMMUNITY SIZE					COMMUNITY SIZE				
	CITY	FRINGE	TOWN	RURAL	OVERALL	CITY	FRINGE	TOWN	RURAL	OVERALL
HELP NOT PROVIDED OR USED	29%	40%	39%	18%	32%	28%	32%	29%	26%	29%
LITTLE HELP	27	23	27	35	28	21	20	26	23	22
SOME HELP	26	25	24	29	26	30	30	30	28	29
A LOT OF HELP	18	12	10	18	14	21	18	15	23	20
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
TOTAL N	(111)	(315)	(123)	(210)	(759)	(122)	(306)	(107)	(255)	(790)

TABLE 15: PERCENTAGE RATING OF AMOUNT OF HELP PROVIDED BY SCHOOLS VIA CLASS DISCUSSIONS WITH COUNSELORS ABOUT POST-SECONDARY EDUCATION AND JOB PLANS BY COMMUNITY SIZE, SEX, AND RACE

	WHITE MALE					WHITE FEMALE				
	COMMUNITY SIZE					COMMUNITY SIZE				
	CITY	FRINGE	TOWN	RURAL	OVERALL	CITY	FRINGE	TOWN	RURAL	OVERALL
HELP NOT PROVIDED OR USED	43%	43%	40%	36%	41%	30%	33%	32%	33%	32%
LITTLE HELP	21	21	19	20	20	20	22	20	16	20
SOME HELP	27	25	30	31	28	30	33	28	27	30
A LOT OF HELP	9	11	11	13	11	20	12	20	24	18
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
TOTAL N	(462)	(1342)	(697)	(672)	(3173)	(609)	(1422)	(648)	(764)	(3443)

	NON-WHITE MALE					NON-WHITE FEMALE				
	COMMUNITY SIZE					COMMUNITY SIZE				
	CITY	FRINGE	TOWN	RURAL	OVERALL	CITY	FRINGE	TOWN	RURAL	OVERALL
HELP NOT PROVIDED OR USED	29%	38%	32%	25%	32%	27%	31%	27%	22%	27%
LITTLE HELP	25	20	25	23	22	14	21	29	18	20
SOME HELP	29	29	28	33	30	30	29	21	32	29
A LOT OF HELP	17	13	15	19	16	29	19	23	28	24
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
TOTAL N	(112)	(316)	(122)	(210)	(760)	(122)	(307)	(106)	(254)	(789)

TABLE 16: PERCENTAGE DISTRIBUTION OF AMOUNT OF HELP PROVIDED BY SCHOOLS VIA MEETINGS WILL SMALL DISCUSSION GROUPS FOR STUDENTS BY COMMUNITY SIZE, SEX, AND RACE

	WHITE MALE					WHITE FEMALE				
	COMMUNITY SIZE					COMMUNITY SIZE				
	CITY	FRINGE	TOWN	RURAL	OVERALL	CITY	FRINGE	TOWN	RURAL	OVERALL
HELP NOT PROVIDED OR USED	64%	62%	61%	55%	61%	52%	58%	53%	46%	53%
LITTLE HELP	17	19	19	21	19	19	17	19	18	18
SOME HELP	14	14	16	17	15	20	18	20	22	20
A LOT OF HELP	5	5	4	7	5	9	7	8	14	9
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
TOTAL N	(461)	(1336)	(695)	(668)	(3160)	(609)	(1415)	(647)	(761)	(3432)

	NON-WHITE MALE					NON-WHITE FEMALE				
	COMMUNITY SIZE					COMMUNITY SIZE				
	CITY	FRINGE	TOWN	RURAL	OVERALL	CITY	FRINGE	TOWN	RURAL	OVERALL
HELP NOT PROVIDED OR USED	48%	56%	56%	38%	50%	45%	47%	42%	34%	42%
LITTLE HELP	17	20	19	24	20	21	19	21	22	20
SOME HELP	21	16	15	24	19	20	23	27	28	25
A LOT OF HELP	14	8	10	14	11	14	11	10	16	13
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
TOTAL N	(110)	(312)	(122)	(207)	(751)	(122)	(302)	(103)	(250)	(777)

TABLE 17: PERCENTAGE RATING OF OVERALL EVALUATION OF DEGREE OF HELP WITH CAREER PLANNING PROVIDED BY SCHOOLS BY COMMUNITY SIZE, SEX, AND RACE

	WHITE MALE					WHITE FEMALE				
	COMMUNITY SIZE					COMMUNITY SIZE				
	CITY	FRINGE	TOWN	RURAL	OVERALL	CITY	FRINGE	TOWN	RURAL	OVERALL
HELP NOT PROVIDED OR USED	20%	23%	21%	14%	20%	12%	18%	15%	11%	15%
LITTLE HELP	40	36	31	32	35	20	37	34	27	32
SOME HELP	32	33	37	40	35	41	34	35	45	38
A LOT OF HELP	8	8	11	14	10	18	11	16	17	15
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
TOTAL N	(462)	(1341)	(695)	(671)	(3169)	(610)	(1421)	(648)	(766)	(3445)

	NON-WHITE MALE					NON-WHITE FEMALE				
	COMMUNITY SIZE					COMMUNITY SIZE				
	CITY	FRINGE	TOWN	RURAL	OVERALL	CITY	FRINGE	TOWN	RURAL	OVERALL
HELP NOT PROVIDED OR USED	22%	25%	24%	17%	22%	11%	19%	13%	10%	14%
LITTLE HELP	32	31	31	22	29	21	29	33	19	25
SOME HELP	34	33	29	42	35	45	38	36	43	41
A LOT OF HELP	12	11	16	19	14	23	14	16	28	20
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
TOTAL N	(112)	(314)	(121)	(210)	(757)	(121)	(305)	(107)	(255)	(788)

TABLE 18: PERCENTAGE DISTRIBUTION OF STUDENTS' EVALUATION OF THEIR ABILITY TO SEE A GUIDANCE COUNSELOR WHEN THEY WANT OR NEED TO BY COMMUNITY SIZE, SEX, AND RACE

	WHITE MALE					WHITE FEMALE				
	COMMUNITY SIZE					COMMUNITY SIZE				
	CITY	FRINGE	TOWN	RURAL	OVERALL	CITY	FRINGE	TOWN	RURAL	OVERALL
DON'T HAVE	3	2	2	1	2	2	*	1	1	1
HARDLY EVER	14	14	8	9	12	11	17	9	8	12
USUALLY	41	44	36	38	40	35	43	38	38	40
ALMOST ALWAYS	42	40	54	52	46	52	40	52	53	47
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
TOTAL N	(462)	(1341)	(696)	(672)	(3171)	(609)	(1421)	(649)	(765)	(3444)
						* LESS THAN 1%				
	NON-WHITE MALE					NON-WHITE FEMALE				
	COMMUNITY SIZE					COMMUNITY SIZE				
	CITY	FRINGE	TOWN	RURAL	OVERALL	CITY	FRINGE	TOWN	RURAL	OVERALL
DON'T HAVE	5	2	4	4	3	0	1	1	4	2
HARDLY EVER	19	16	16	11	15	13	17	9	10	13
USUALLY	44	41	40	43	42	39	45	49	40	43
ALMOST ALWAYS	32	41	40	42	40	48	37	41	46	42
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
TOTAL N	(111)	(311)	(122)	(209)	(753)	(122)	(307)	(107)	(255)	(791)